Knowledge Justice in the Helping Professions

From Theory to Practice

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How to use this workbook

This printable workbook features the activities and self-reflection exercises used in *Knowledge Justice in the Helping Professions: From Theory to Practice.* To follow along, go to: https://ecampusontario.pressbooks.pub/epistemicjusticeoer/ and watch for workbook activities marked with this book icon.

Workbook Navigator

CHAPTER 6 - INTEGRATING KNOWLEDGE JUSTICE IN THE HELPING PROFESSIONS — 62

Chapter 1
Identity, Positionality and Power

1.1 Activity

Creating an Identity Mosaic & Reflecting

INSTRUCTIONS

Create an identity mosaic that represents the different aspects of who you are. This may include:

- Race
- Gender
- Age
- Religion
- Ability
- Sexual orientation
- Language
- Education
- Family background
- Any other aspects that shape your social identity ?

This activity is for personal reflection. You do not need to submit anything. Take your time and be honest with yourself. The goal is to better understand how your identities influence your worldview, relationships, and assumptions.

After completing the identity mosaic, consider the following questions. Use the provided space for any notes:

- Which identities do you think about most often?
- How do these identities impact how you see yourself and relate to others?
- Which identities do you think about least often?
- Are there any identities you feel uncomfortable talking about?
- Which Identities most influence how others percieve and engage with you?

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1.2 Stop & Reflect

How Does Positionality Impact Us?

Use the provided space to take notes on the following questions.

- What impact does your positionality have on how you think and move through the world?
- How does your positionality influence your relationships and assumptions about others?
- How does your positionality affect where you seek information and what you believe to be credible or valuable knowledge?

1.2 Activity

Read & Reflect

INSTRUCTIONS

Read the short article:
https://uucsj.org/wp-content/uploads/2016/05/The-Complexity-of-Identity.pdf

Tatum, B. D. (2000). The complexity of identity: "Who am I?." In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism (pp. 9-14). New York: Routledge.

Then reflect on the following questions using the provided space:
- Which aspects of your identity have granted you privilege?
- In what ways have they privileged you?
- Which aspects have made you feel "othered" or different?
- Have you faced barriers because of any of your identities?
- How does your Social Identity Shape how you interact with people from different groups?

1.3a Activity

Assumed Social Norms

INSTRUCTIONS

Complete the table, reflecting on each system of oppression and the group that is most negatively impacted by the system

	Oppressed Groups	Oppressed Groups
Racism		
Sexism/ Transphobia		
Classism		
Homophobia		
Ableism		
Ageism		
Language Discrimination		
Academic Elitism		

1.3b Activity

The Power Flower

In this activity, you'll use a tool called the Power Flower to explore how different parts of your identity connect to systems of privilege and oppression. Everyone may feel varying levels of comfort with this type of reflective work. Please take your time, take breaks, or pause the activity when needed.

INSTRUCTIONS

Step 1 – Fill in the Outer Petals:
In each of the outer petals, write down the socially dominant group for that identity category in your context.
For example, in Canada, the dominant group for citizenship might be "Canadian citizen."

In academic institutions, the dominant knowledge paradigm values "Western science" and "objectivity" as the most reliable and valuable form of knowledge or evidence. Other knowledge traditions, such as Indigenous ways of knowing are not typically recognized in the same way.

Step 2 – Fill in the Inner Petals:
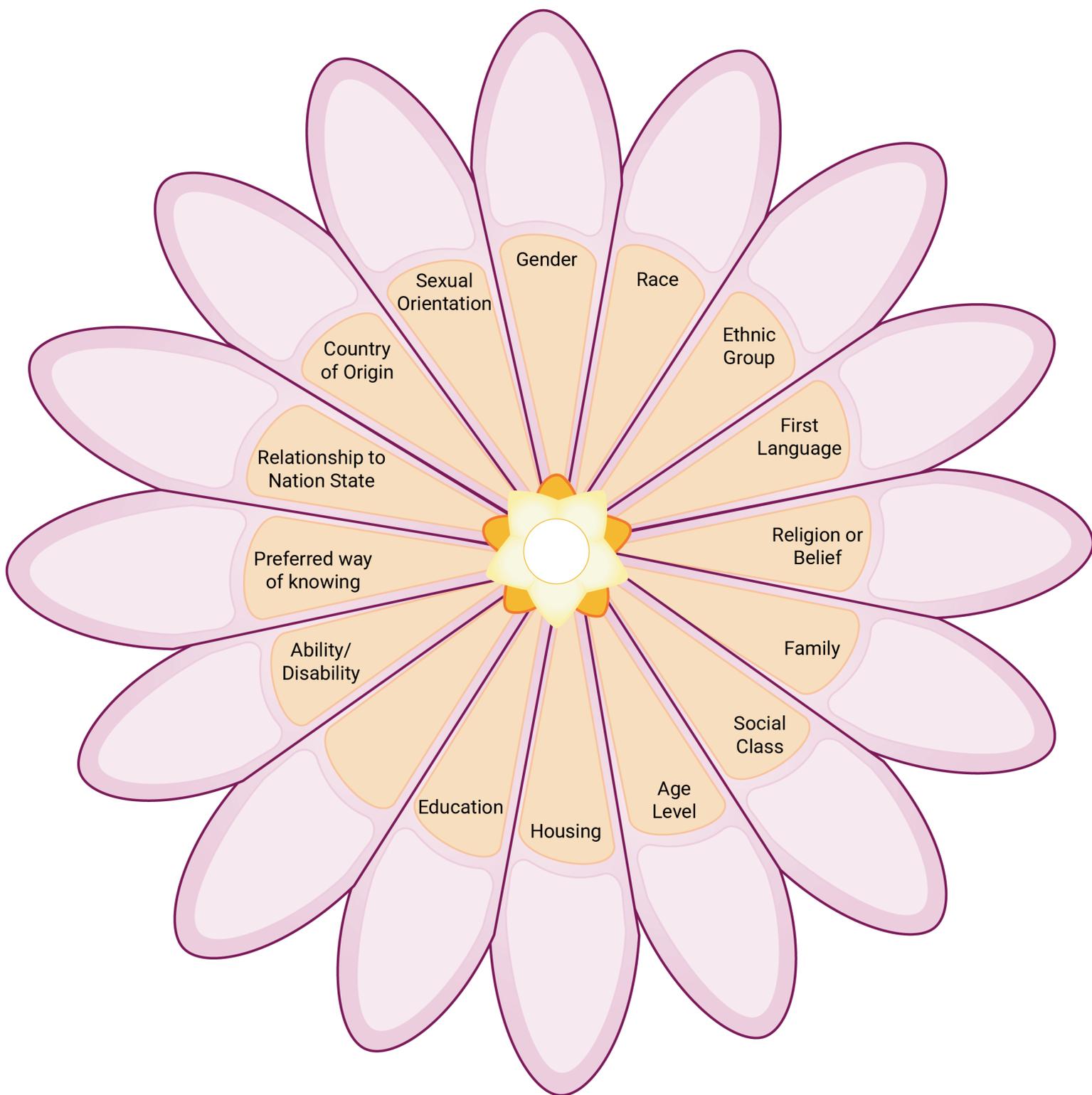Inner Petals – Your Own Identities
In the inner petals, write your own social identities for each category (e.g., race, gender, religion, citizenship, ability, etc.).

Gender

Sexual
Orientation

Race

Country
of Origin

Ethnic
Group

Relationship to
Nation State

First
Language

Preferred way
of knowing

Religion or
Belief

Ability/
Disability

Family

Social
Class

Education

Age
Level

Housing

Reflect on Your Power & Privilege:

Compare your inner petals to the outer petals. For any petal where your identity matches the dominant group, colour in that petal fully. This represents areas where you may hold social power or privilege.

If your identity partially aligns (e.g., you're a cisgender woman in the gender petal), you might colour the petal partially to show some alignment with dominant norms but not full privilege (i.e. cisgender males are dominant and trans gendered people are oppressed).

Take time to reflect by answering the following questions. Use the provided space for taking notes.

- What does this activity show you about your position in society and how you engage with others, particularly in professional settings?
- How do your identities shape your experiences, your access to opportunities, or your interactions with other people?

1.4 Activity

Implicit Bias Test

Understanding and addressing implicit bias is key to fostering inclusive environments. While we all hold biases, the goal is to recognize and reduce their impact.

INSTRUCTIONS

Harvard.edu - Project Implicit

Harvard.edu - Take Test

Take one or more of the Implicit Association Tests (IATs) available online. You might be surprised, or even uncomfortable, by some of the results. That's completely normal. We all hold biases, and uncovering them is an important first step in addressing them. Building self-awareness is part of the ongoing work of learning and unlearning

Disclaimer: You may uncover biases you didn't know you held. This can be uncomfortable but is an essential step toward awareness and change.

Use the space provided on the next page to take notes.

Chapter 2
What is Epistemic Injustice?

2.2 Stop & Reflect

After watching the videos in this chapter, take a moment to reflect. Use the space provided to take notes:

- Can you recall a time when certain knowledge or voices were undervalued in your life?
- Has your own lived experience ever been dismissed or ignored?
- How might epistemic injustice shape your social media feed, search results, or classroom experience?

2.3 Stop & Reflect

Reflecting on Hard Truths

This chapter introduces the concept of epistemic injustice—the ways certain people and forms of knowing are devalued or excluded.

Ask yourself:

- Whose voices are missing from your education? Why?
- How do epistemic injustices impact your learning or your profession?
- What steps can you take to recognize, challenge or reduce those injustices in your context?

Chapter 3
What is Knowledge Justice?

3.2 Optional Activity

INSTRUCTIONS

Check out the competencies you're required to use in your professional practice for Nursing , Librarianship , or Counselling/ Psychotherapy .

Entry to practice Competencies for Registered Nurses

Competencies for Information Professionals

Entry to Practice Competency Profile for Registered Psychotherapists

3.2 Stop & Reflect

Defining Evidence in Your Discipline

Watch the two short videos included in this section of the chapter and then answer the reflection questions using the provided space.

- How does my discipline define "evidence"?
- Whose voices or what knowledge may be missing from this definition of "evidence"?
- Where might using multiple ways of knowing give me a fuller understanding of my future profession?

3.3 Case Study

Safe Sleep Case Study

Take some time to review the case study on Safe Sleep. We will refer back to it a few times in this Chapter, as well as in Chapters 4 and 5.

Case Study

You are supporting an eighteen-year-old client. The client in question is currently in the third trimester of their first pregnancy and is a refugee who recently relocated to Canada from Mombasa, Kenya.

Presently, the client resides in a two-bedroom apartment alongside nine family members. The client has expressed a desire for a larger living space to accommodate their immediate and extended family, but financial constraints limit their options. It is worth noting that several family members sharing the residence are undergoing the process of obtaining a "Canadian education" due to their professional credentials from Kenya not being recognized in the Canadian context.

Towards the conclusion of your consultation the client discloses that they currently share a twin bed with their thirteen-year-old sister and intend to have the baby sleep in the same bed. The client firmly believes that it is unsafe for an infant to sleep in a separate bed and contends that co-sleeping facilitates better breastfeeding initiation and maintenance.

You ask the client whether they would like your support, given your professional role. The client agrees.

3.3a Stop & Reflect

Personal Perspective

Complete your initial reflection on our case study:

- How do I feel about this case?
- What are my honest opinions about it?
- How did I form those opinions? Who influenced my thinking?
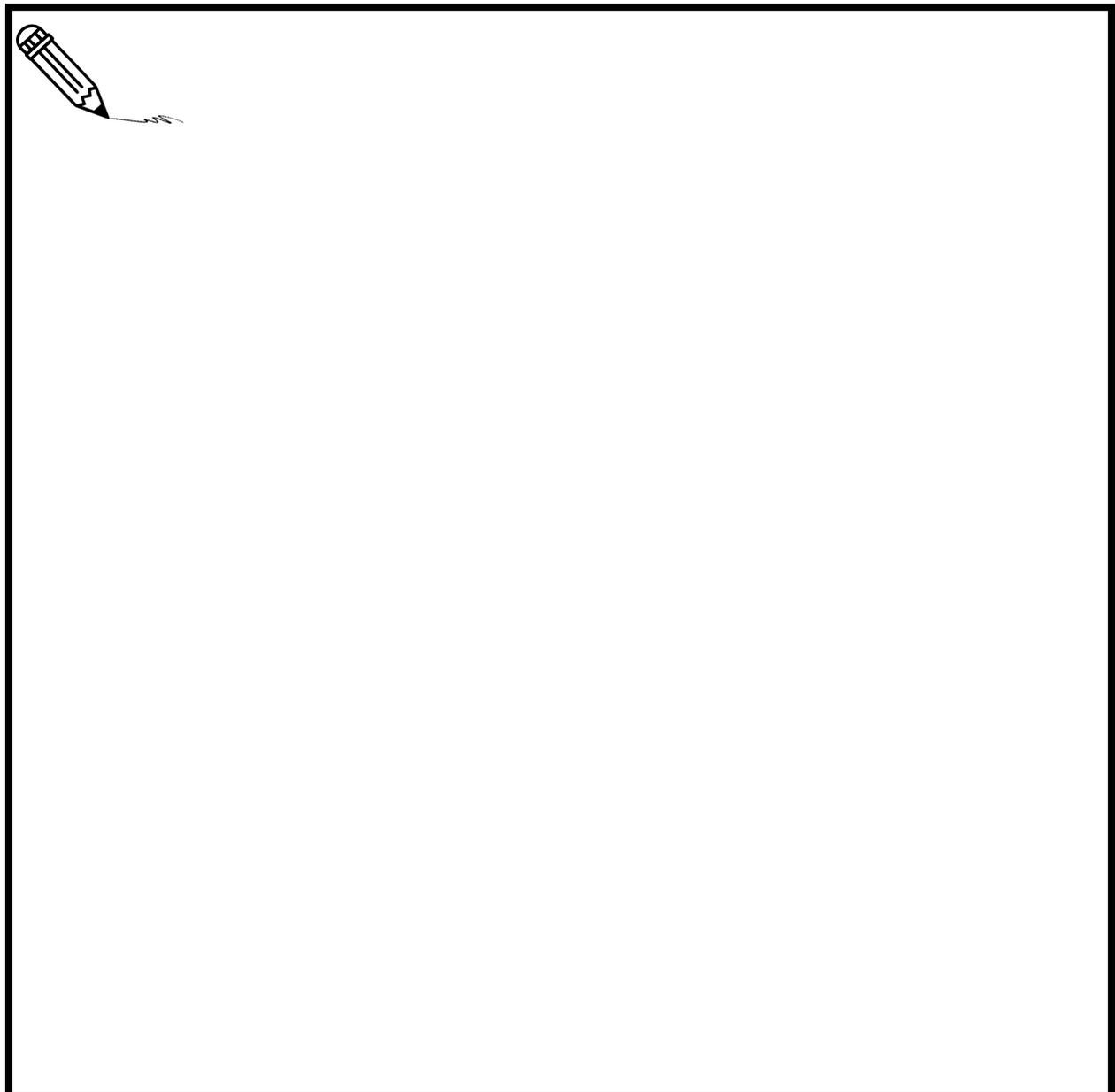- Have I had similar experiences?

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Have I addressed my internal biases? For example:

- Where am I experiencing discomfort?
- What do I not understand?
- What assumptions might I be making? Where might I be imposing Euro-western values on my interpretation of this case?
- Am I remaining open to learning about other people and experiences?
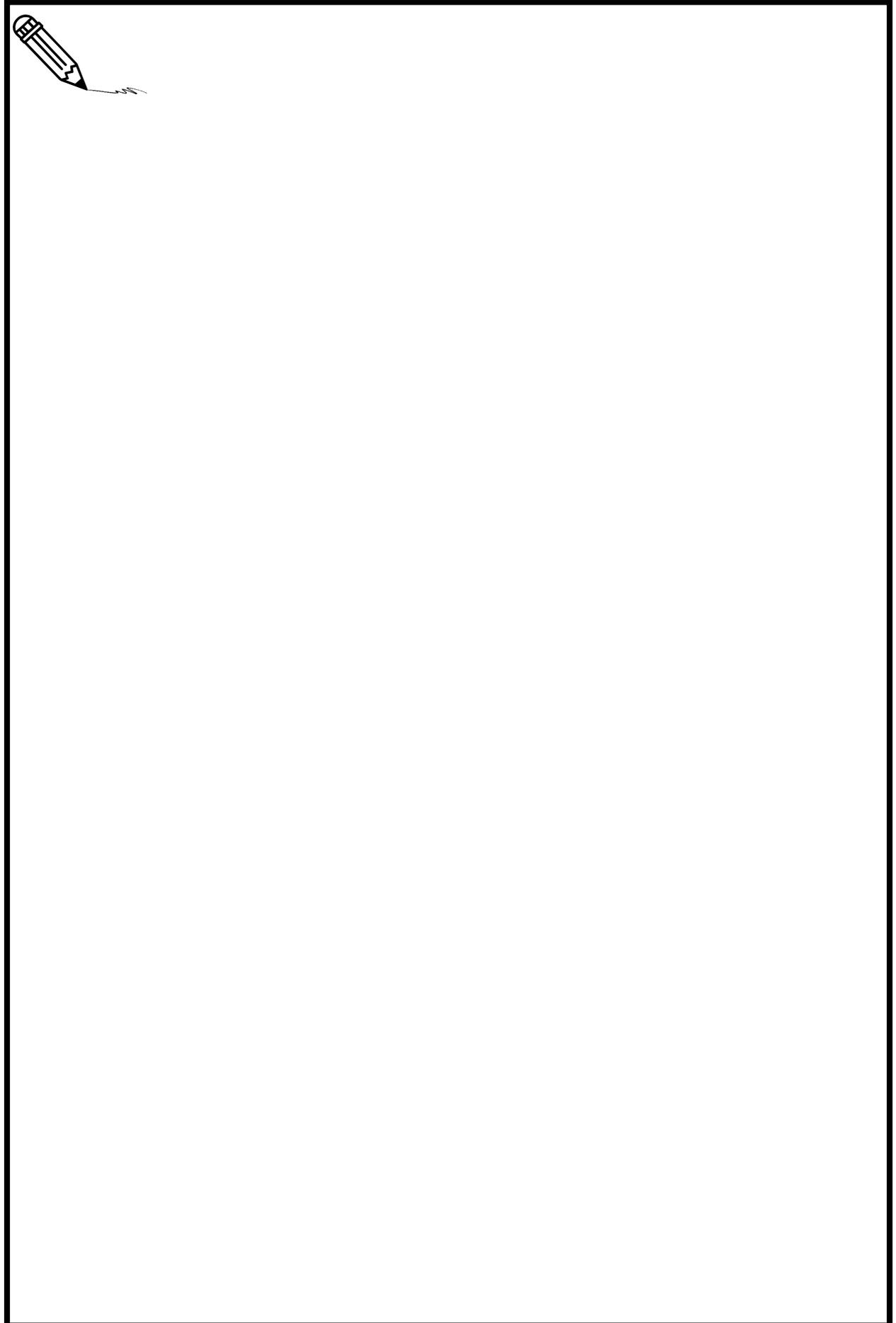
3.3b Stop & Reflect

Professional Perspective

Now take some time to consider the following questions:

- From your professional perspective, what support does this client need most?
- For example, depending on your program or perspective you may identify that the individuals in this case need support with infant feeding, safe sleep practices, and mental health and wellness support.
- What steps might you need to take to provide the client with this support?
- For example, are you the right person to provide the support? Or would someone else be better positioned to help?
- Above all, what do you personally need to know or better understand when it comes to this client?
- What must you learn before taking action?

3.4 Stop & Reflect

Voices Flower

Use the Voices Flower to answer these questions about our case study:

- Who is affected by this case?
- Who has lived experience or can speak about it first-hand?
- Who else will be speaking about this case? Writing about it? (And whose interests do they have in mind?)
- Who might be considered an "expert" on this case?
- Whose voices must be included when you're making informed decisions?

Again, take some time to answer these questions from your own perspective. You can refer to the flower diagram to remind yourself about the different voices we might consider.

Chapter 4
Searching for Diverse Voices

4.1 Activity

INSTRUCTIONS

Review your reflection responses:

- What support need did you choose at the end of Chapter 3?
- Which experts or authorities did you identify whose perspectives we should now seek out?

Next, think about the language the different 'experts' you identified might use to describe this case. We will need this terminology to find diverse perspectives so we can better understand our clients or have evidence to make a decision.

Next, think about the language the different 'experts' you identified might use to describe this case. We will need this terminology to find diverse perspectives so we can better understand our clients or have evidence to make a decision.

Using the questions for this strategy, try to brainstorm a list of search terms you might use to find the voices needed for the case:

- What does the community call themselves? What words do they use to describe your topic?
- What terminology do libraries / databases use? (see the section below on using library databases)
- What terminology or phrases does your discipline / profession / field use?
- What terms do governments use?
- What terminology or phrasing has been used in the past?
- What terminology or phrasing is considered harmful, out-of-date, or is considered a 'red flag'?

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4.2 Librarian Search Term Chart

Watch the video in this section to hear how your chapter authors found search terms. Recall that we're using the issue of safe infant sleep as our search example, so your own list of terms might look very different if you focused on a different support need for this case.

This chart maps out our search process. Be sure to follow along!

Concept 1: Sleep Practices		
Perspective	**Terminology**	**Notes**
Lived Experience and representative groups	Bed sharing Co-sleeping	When used outside of academic contexts, these terms are sometimes used interchangeably but are sometimes defined differently.
Care Providers	Sleep health Safe sleep Good sleep habits	Canadian and Kenyan public health agencies use these terms.
Academics	Bed Sharing	This is an indexed subject heading in CINAHL

Concept 2: Infant Safety		
Perspective	**Terminology**	**Notes**
Lived Experience and representative groups	Newborn care SIDS SUDI SUID	These are terms that may be used by advocates or people speaking firsthand about the loss of an infant.
Care Providers	Infant health Maternal health Infant and perinatal mortality	Canadian and Kenyan public health agencies use these terms.
Academics	Sudden Infant Death Infant Mortality	These are indexed subject headings in PubMed.

Concept 3: Refugee Population		
Perspective	**Terminology**	**Notes**
Lived Experience and representative groups	Refugees Migrants Displaced persons Asylum seekers	These are terms that may be used by advocates and non-governmental organizations.
Care Providers	Immigration Refugee Asylum	The federal government of Canada uses these terms in various contexts.
Academics	Refugee Refugees	These are indexed subject headings in CINAHL and PubMed.

Concept 4: Kenyan People
This concept is quite broad. From preliminary research, we can see that there are many different cultural and ethnic groups in Mombasa. We will need to talk more with the client in this case to get a better sense of their background.

Use the provided space below to take note of additional search terms.

4.2 Stop & Reflect
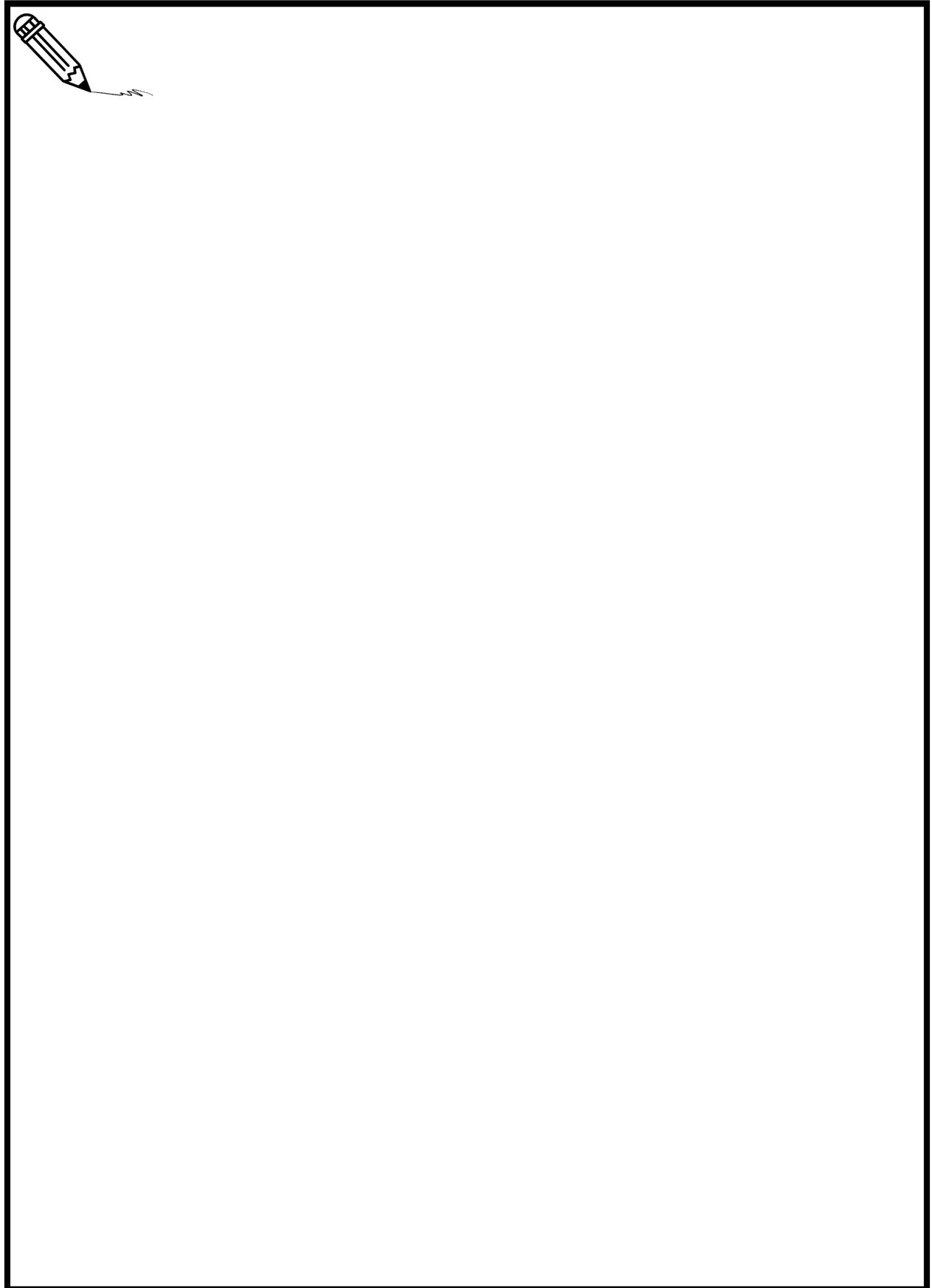
Practicing Knowledge Justice

Practicing knowledge justice asks us to explore the tensions between multiple ways of knowing. For example, using positionality statements or citing autoethnographic studies may not seem to fit within post-positivist disciplines. Instead, researchers in these fields may be asked to practice being 'objective observers'.

Consider: where is it possible for you to practice the knowledge justice strategies outlined in this section of Chapter 3? There is space for you to jot down a few notes in your workbook. For example, where might you seek out and use diverse academic literature in:

- Your professional work?
- Everyday conversations or informal interactions?
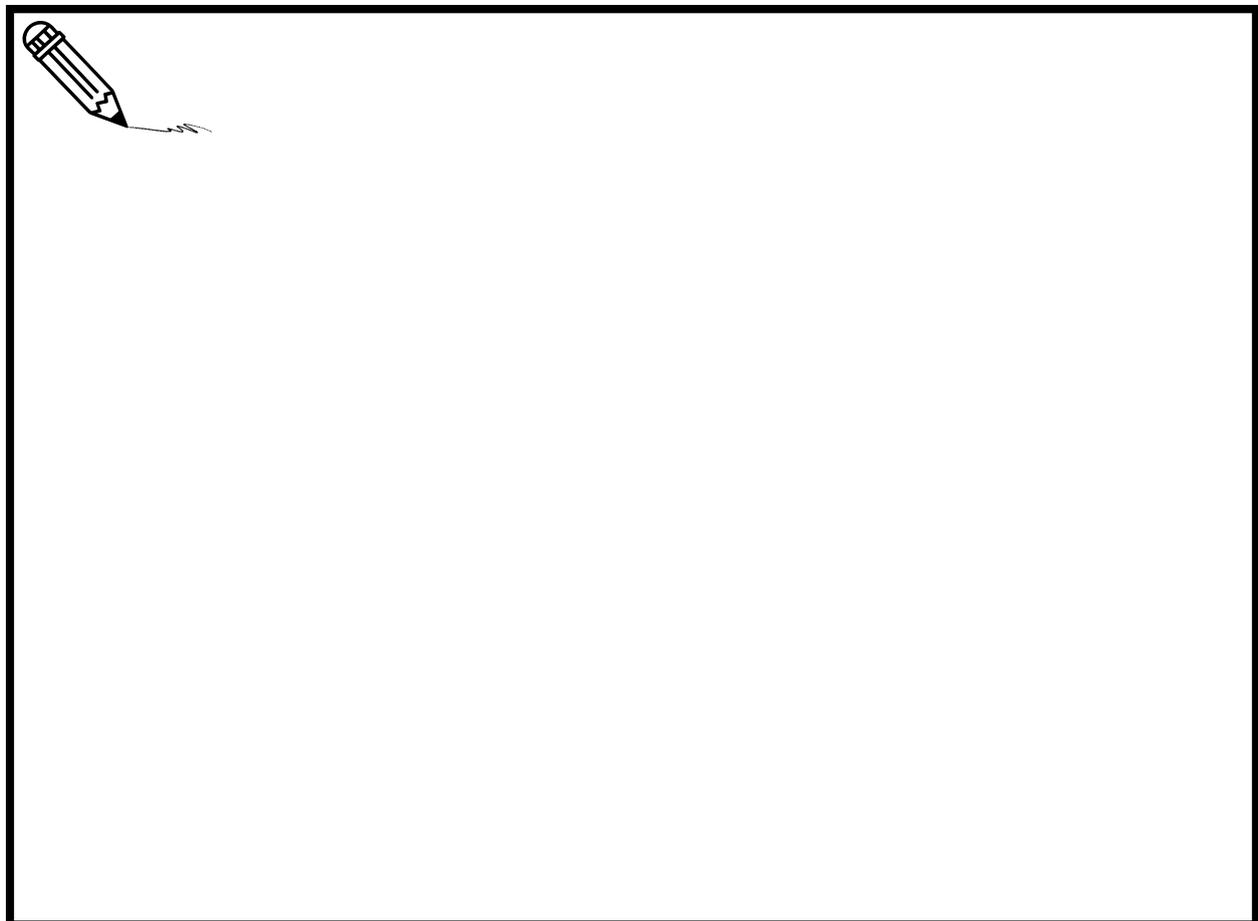- Your Course Assignments?

4.3 Stop & Reflect

Searching with Google

Using the search terms you identified in Strategy 1, apply some of the advanced Google search tips above to our case study.

- How did using these strategies shift or expand what you found compared to a typical Google search? Did they help you locate diverse voices or perspectives?
- Which search strategy had the biggest impact on your results?
- How easy or difficult was it to 'work around' the algorithm to bring underrepresented perspectives to the surface?

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4.4 Stop & Reflect

AI and Knowledge Justice

In this video, Heather (one of your chapter authors) asked her ChatGPT the following question:

- Should university students use AI tools like you to learn about knowledge justice?
- While its response was somewhat impressive, Heather has trained her ChatGPT to talk about knowledge justice in certain ways, over a long period of time. Is this always the case?
- Let's pause here to ask AI the same question again, either using your own account (e.g. Gemini for Google users; AI Assistant built into your Smart Phone) or one of the open and free tools like ChatGPT.
- What results do you get? How does your AI response compare to the one Heather shared in the video?
- What do the differences tell us about AI algorithms? How does this connect to our overall topic of knowledge justice
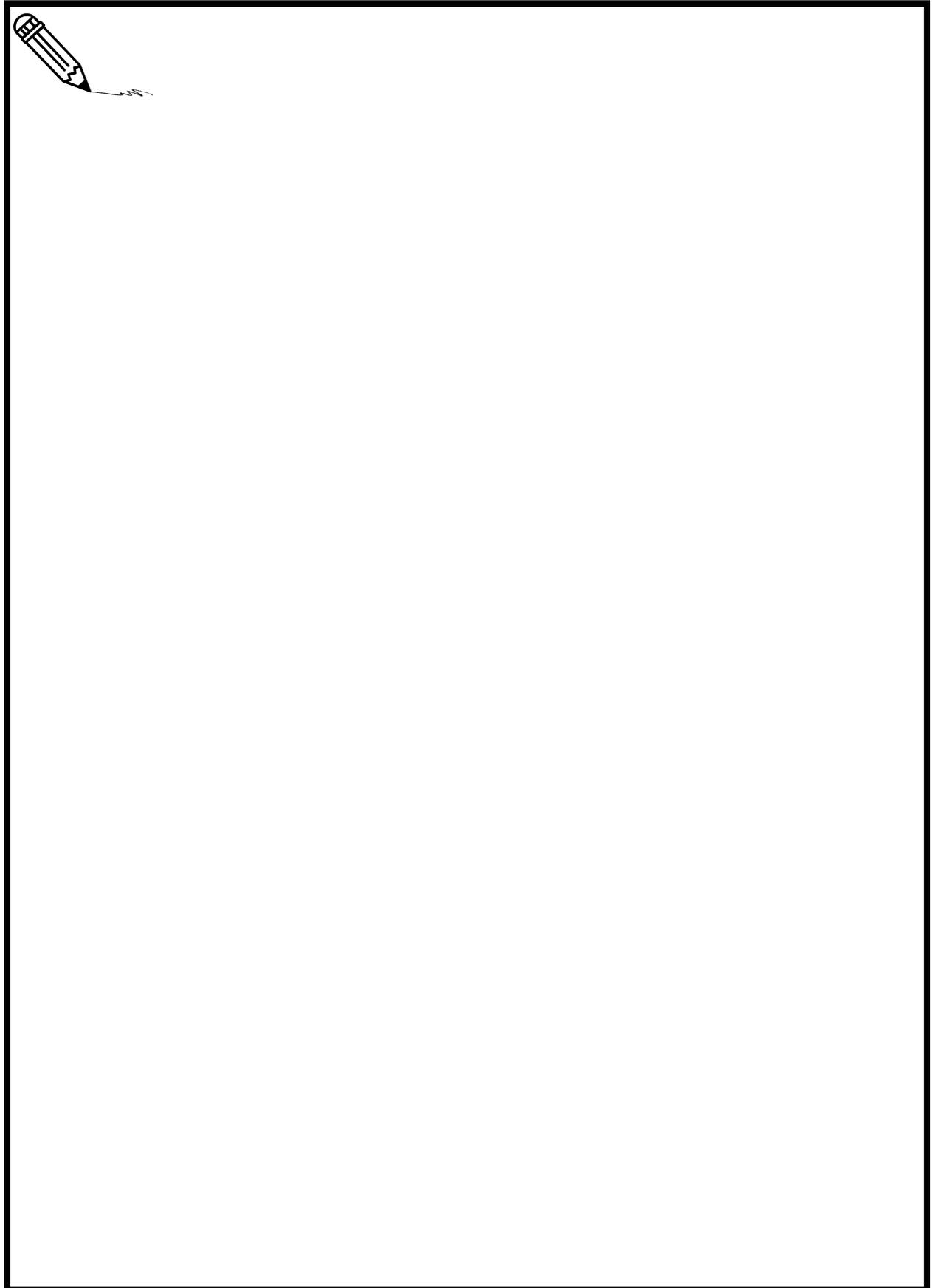
Chat GTP available through OpenAI

CoPilot available through Microsoft

4.5 Stop & Reflect
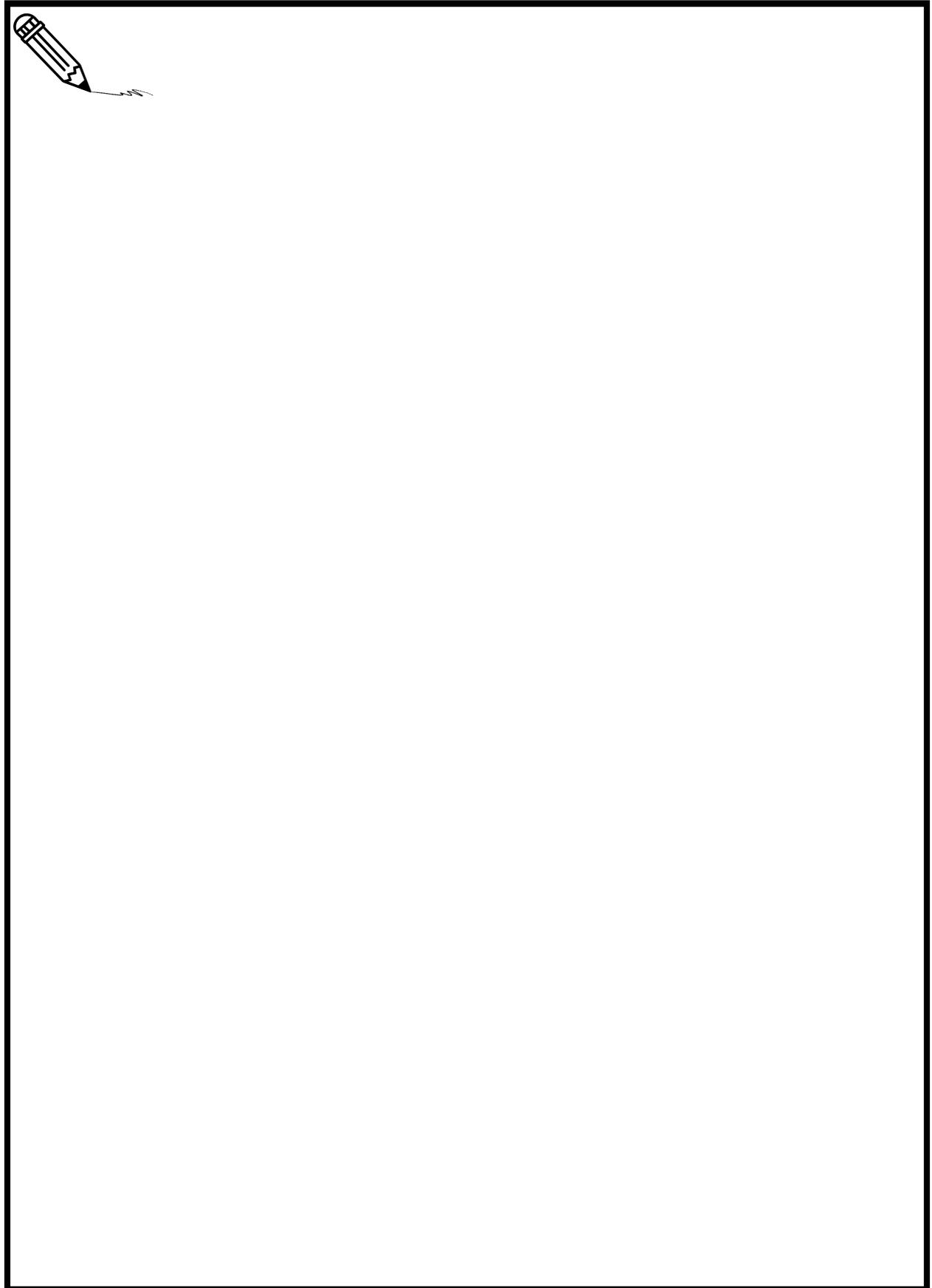
Caring for Your Own Lived Experience

Lived experience isn't just something we seek in others—it's also something we hold. Recognizing your own capacity to be knowledgeable, equal to that of any other person, is the foundation of knowledge justice (Leibowitz, 2017).

Before exploring how to engage responsibly with others' stories, take a moment to reflect on your own stories.

- Where do you feel safe being your full self? Think about the stories you share with family, friends, classmates, colleagues, or clients. Are they the same across these groups—or do they shift depending on your audience?

- How does your online presence reflect (or conceal) your lived experience? What stories do you choose to share publicly? Revisit your reflections on positionality from Chapter 1: Where do you hold dominant social identities that make it safer for you to speak up?

- How do you expect others to treat your stories? As you'll explore in chapter 5, lived experience can be missued, stolen, and/or censored. When you share personal knowledge, what do you hope others will do with it? What does this hope suggest in terms of how you treat others' stories?
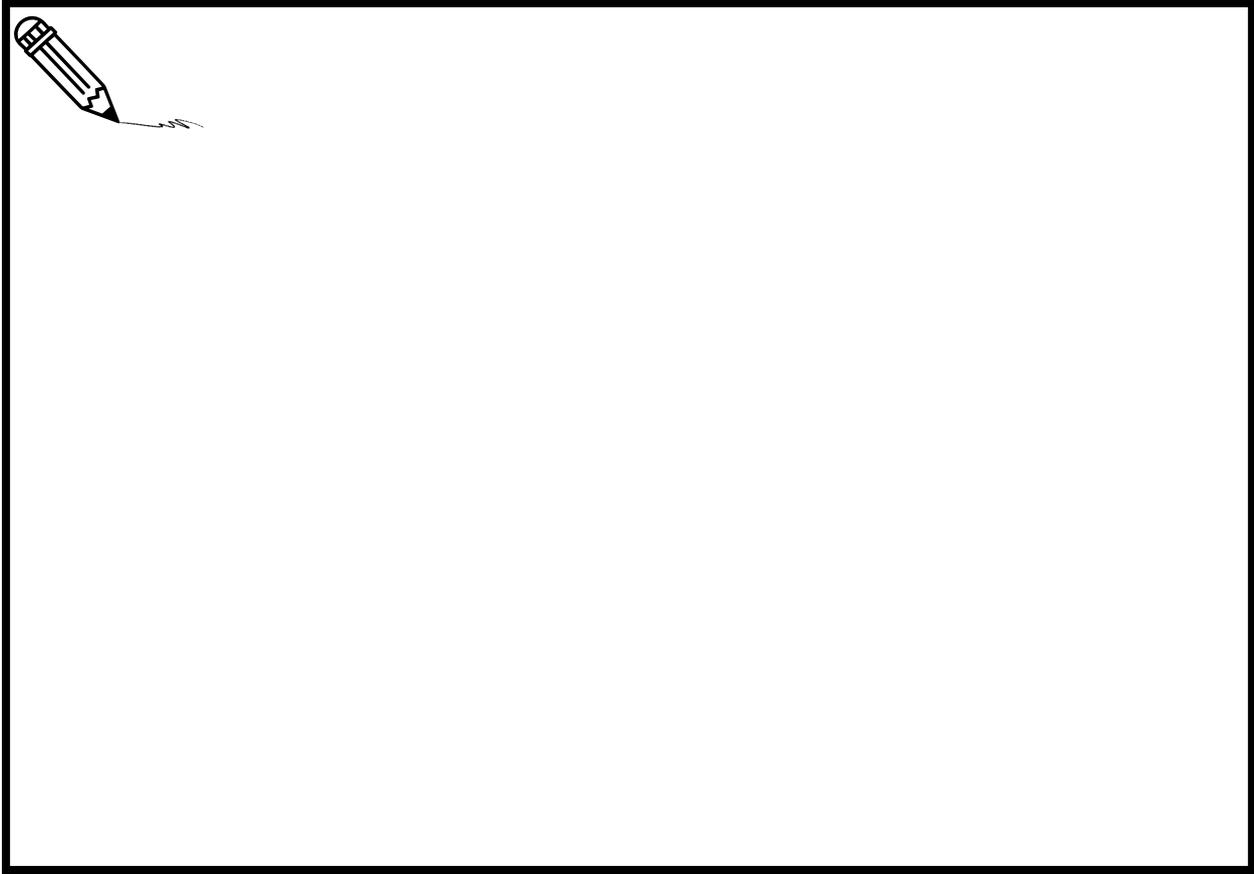
4.6 Stop & Reflect

Indigenous Allyship

Our goal with Strategy 4 is not to introduce Indigenous ways of knowing, but to help prepare you to use a lens of knowledge justice when seeking out new knowledge, including Indigenous epistemologies.

Use the questions below, adapted from Western University's Guide to Indigenous Allyship (2025, forthcoming), to reflect on your current understanding of how to seek diverse ways of knowing by centring relationships:

- What is your motivation for seeking out Indigenous knowledge(?)? Do your intentions come from a desire to build a just future for all people?
- Are you willing to listen and adapt your thinking? How do you usually respond to having your assumptions challenged?
- How might your future work as a helping professional support the priorities of the Indigenous person or peoples? How do you know?

Next, set a learning intention for how you might explore diverse epistemologies after you've finished this resource. Will you:
Seek out resources on practicing Indigenous Allyship?
Learn more about Indigenous epistemologies? Consider exploring resources like:

OISE University: Understanding Indigenous Perspectives

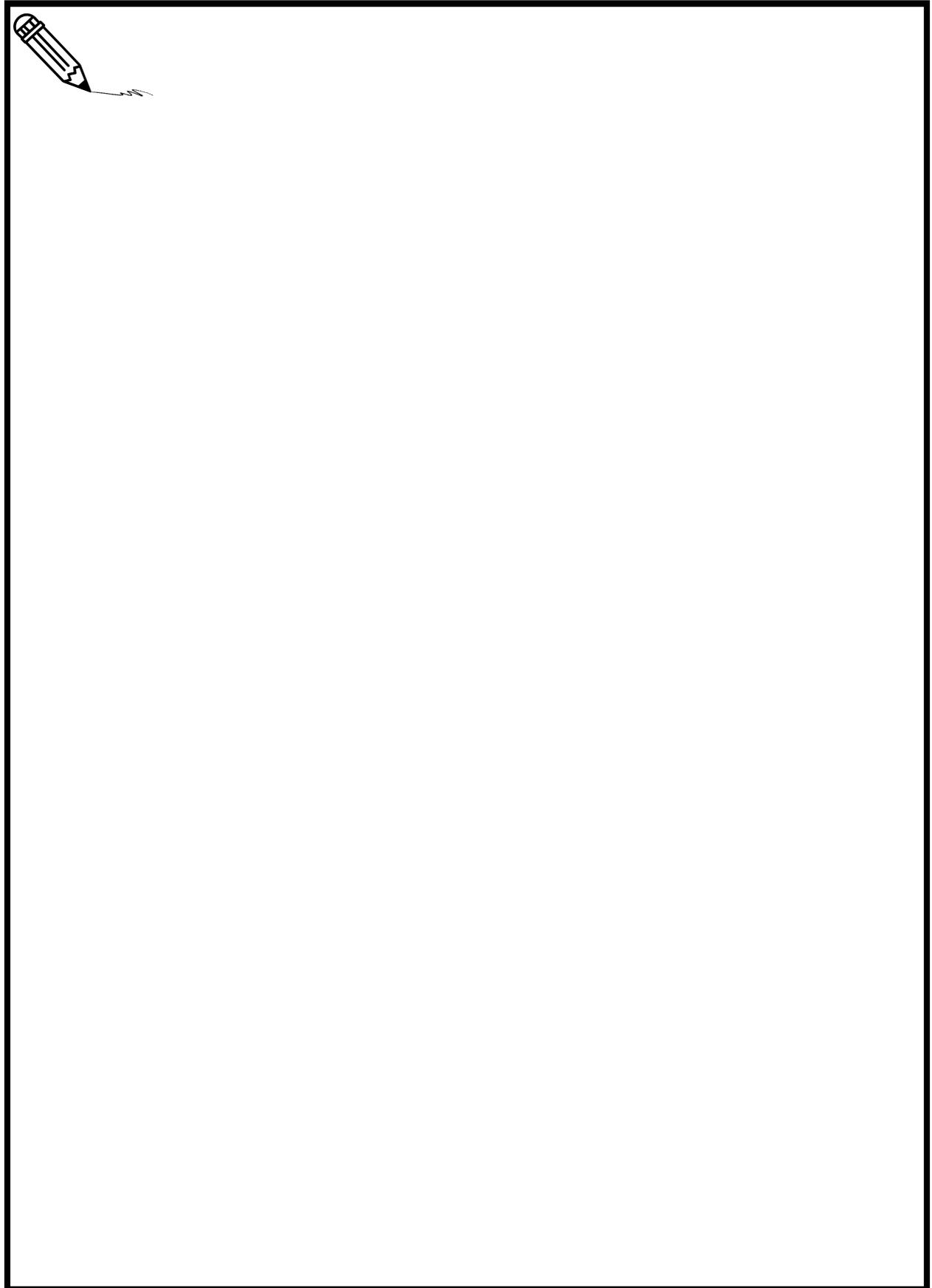University of Manitoba: Working in Good Ways

Jimmy, Andreotti and Stein (2019), Towards Braiding

Take time to more deeply explore Canada's true history.

Chapter 5
Evaluating and Positioning Knowledge Sources

5.3 Evaluate

Evaluating Individual Knowledge and Sources for Harm

Use the questions below to assess individual knowledge sources for potential harms and benefits.

While you scan the questions, think back to the sources you located in Chapter 4 to support the client in our case study:

- What value does each source offer?
- What risks or harms could it pose?

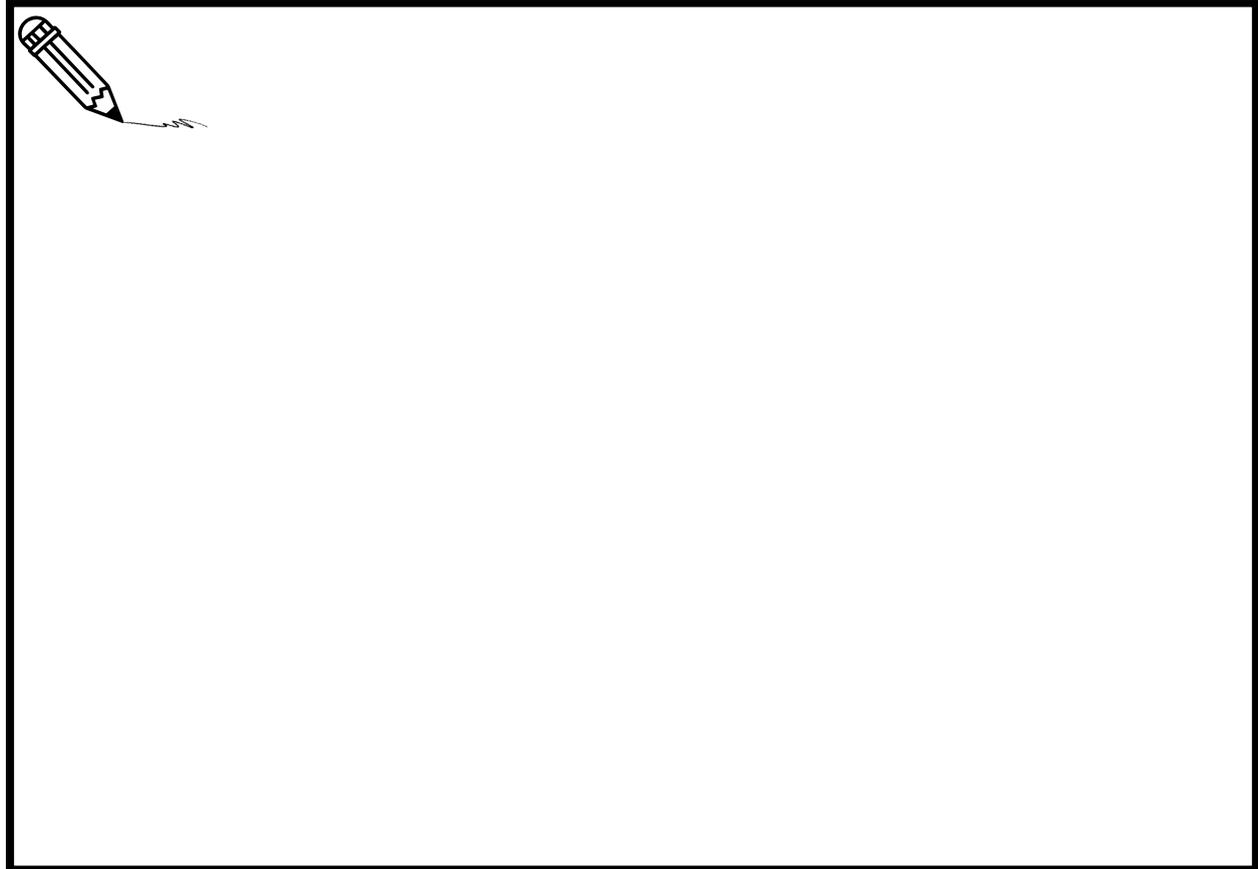Asking these questions is a crucial first step in deciding whether to use a source.

Step 1: Stop and Reflect

Consider your relationship to the knowledge source:

- What is your emotional reaction to this person/source's ideas?
- Do they share new-to-you ideas? Or re-confirm things you already knew/believed?
- How relevant is this source to your purpose?
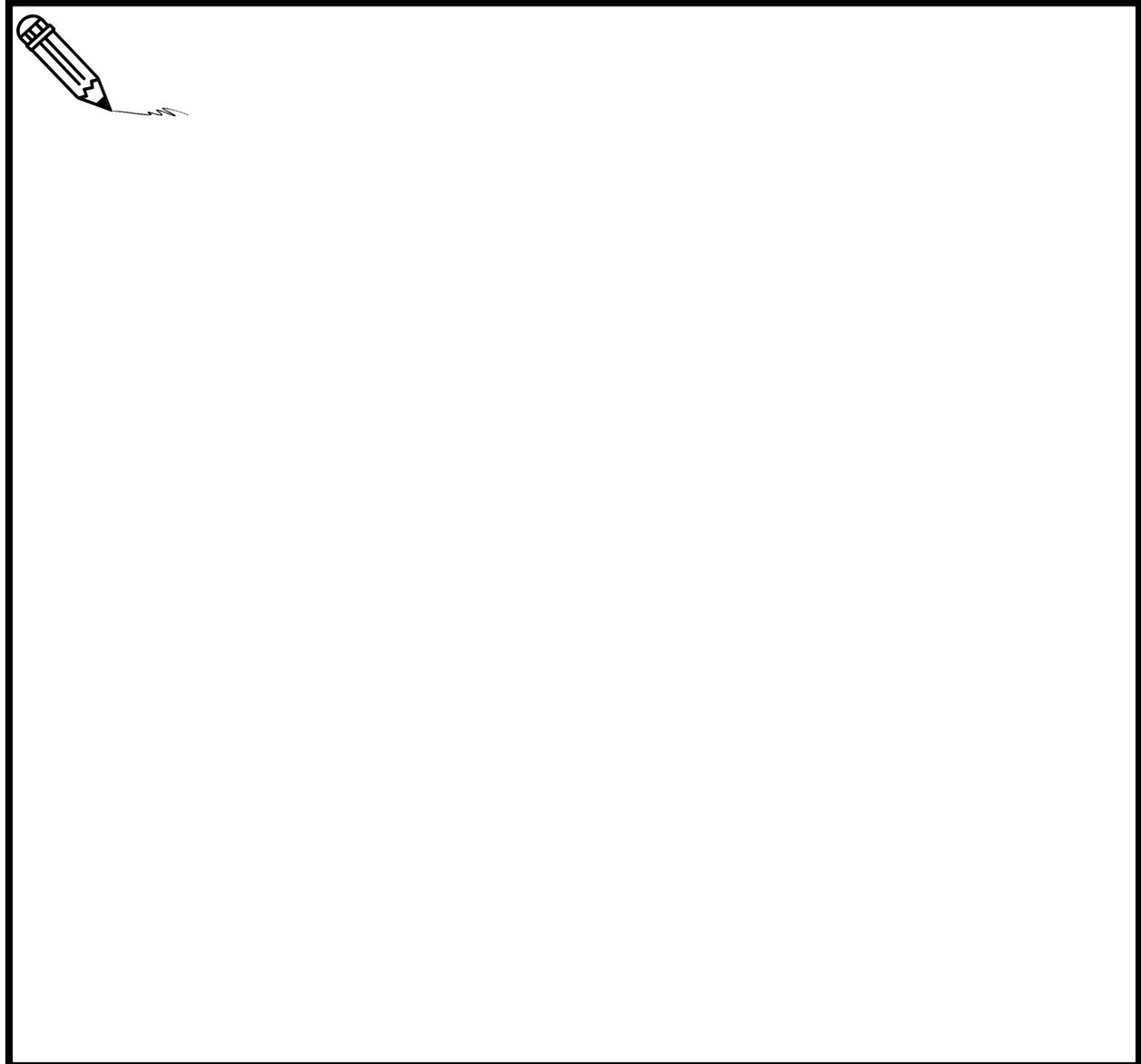
(Non)-Human Influence

We also need to determine whether the source is AI-generated:

- Do images have any missing or misplaced elements? Does lighting, textures, skin look realistic?
- Does audio sound realistic? Is narration natural or does it sound clipped, robotic, or emotionless?
- Is text or writing uniform and factual? Are words or phrases used over and over? Are there a high number of −em dashes− used?
- Is an author/creator listed? Can you find any information about their positionality or intersections the author/creator to know that they're real?

** Adapted from (Government of Canada, 2024)

Step 2: Check for Harm

Check for red flags about the trustworthiness of a source. A note that the questions below will not apply to every source:
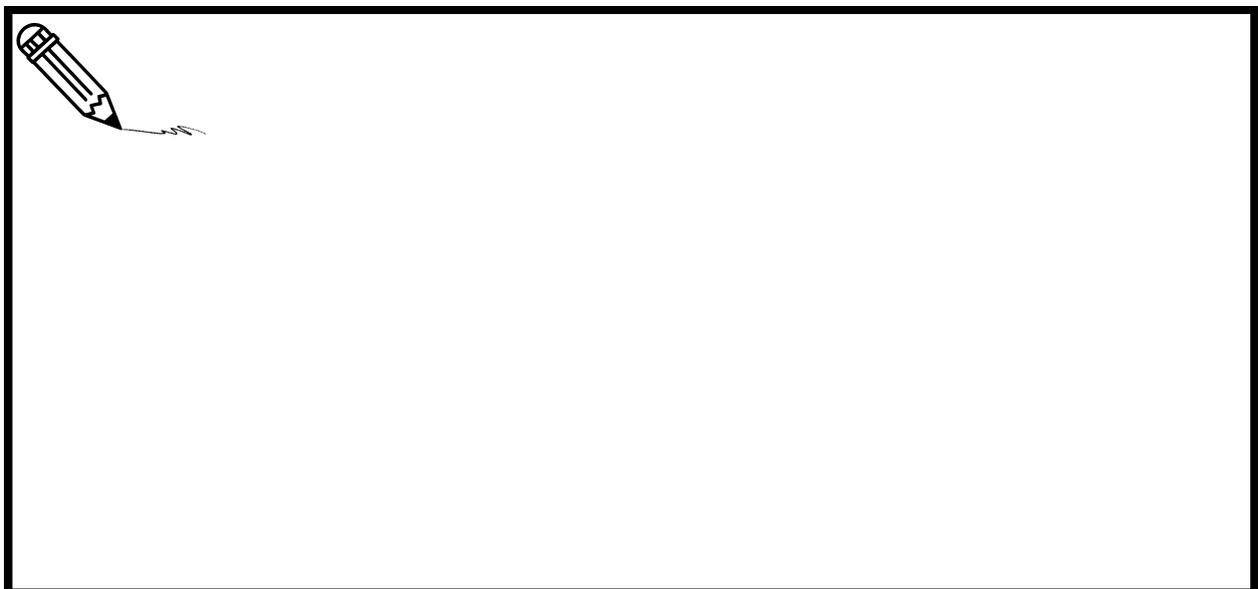
Profit Over People

- Who owns or profits from this source?
- Who else benefits when these ideas are shared, or this source is used?
- Who is this source for? Who is sharing it or using it?

Misusing or Falsifying Authority

- Is the author/creator considered knowledgeable on this subject? Do they have training, education, permission, lived experience, or applicable credentials to the topic at hand?
- If speaking about or for a specific community or group, does the author identify their positionality?
- What do other, trusted people say about this author/ creator?

Theft of Knowledge

- Do they credit where their ideas came from, or who influenced them?
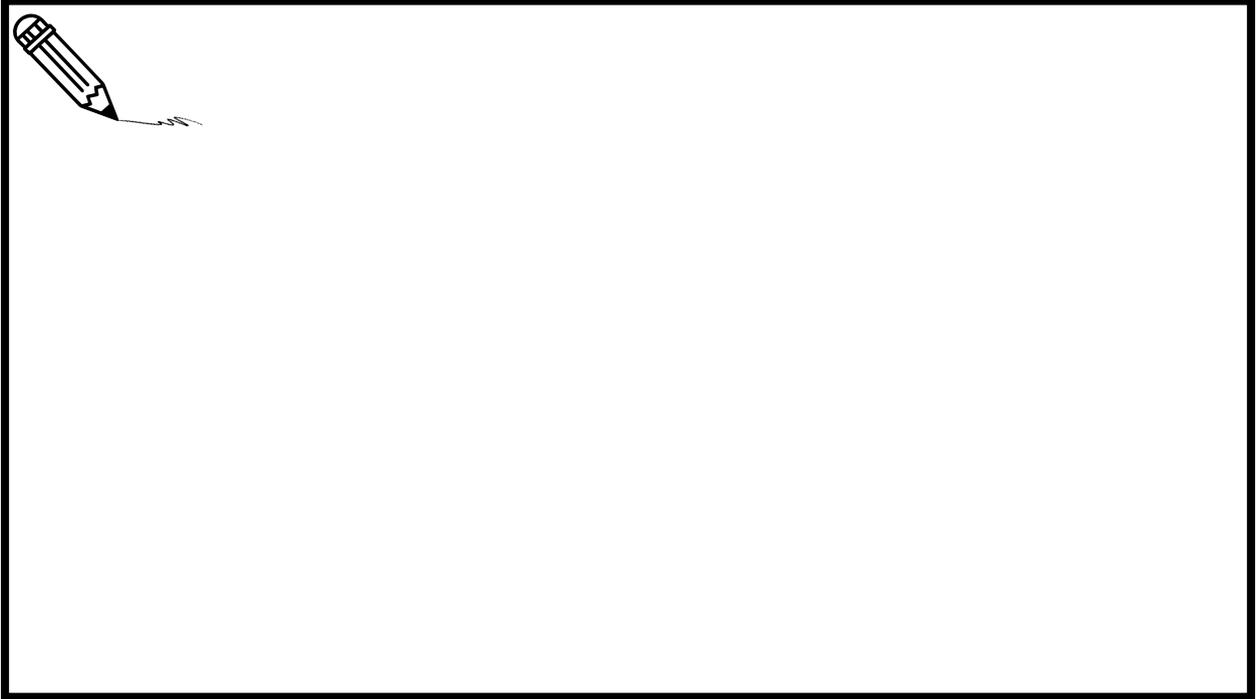- Are they sharing ideas or knowledge that is sacred, private, or culturally apropriated?

Exclusion, Deletion and Censorship

- Is the creator/source using out of date information? If so, is that acknowledged?
- Can you trace their claims, quotes, or media? Does extracted information support their claims?
- Are you able to <u>fact check</u> their ideas? Are any being exaggerated, manipulated, omitted, cherry-picked, or taken out of context?
- Who else is saying the same thing? What other coverage can you find on the same topic/idea?

Harmful Terminology

- What words or language are they using to describe people? Do any terms raise red flags? For example, are they using slurs or other harmful terminology?
- Why would harmful language be used by that source/person?

Bigotry

- All sources have edges or limitations. Does this one hold problematic or harmful biases?
- Are the biases and limitations named, acknowledged, or addressed?
- Is the source/person attempting to hide/minimize their biases

Evaluating AI Generated Knowledge

- Who owns the company? What is their mandate? Is that information available?
- How was the model trained? Is that information available?
- What are the boundaries of the model (i.e. what is it 'allowed' to talk about)? Is that information available?
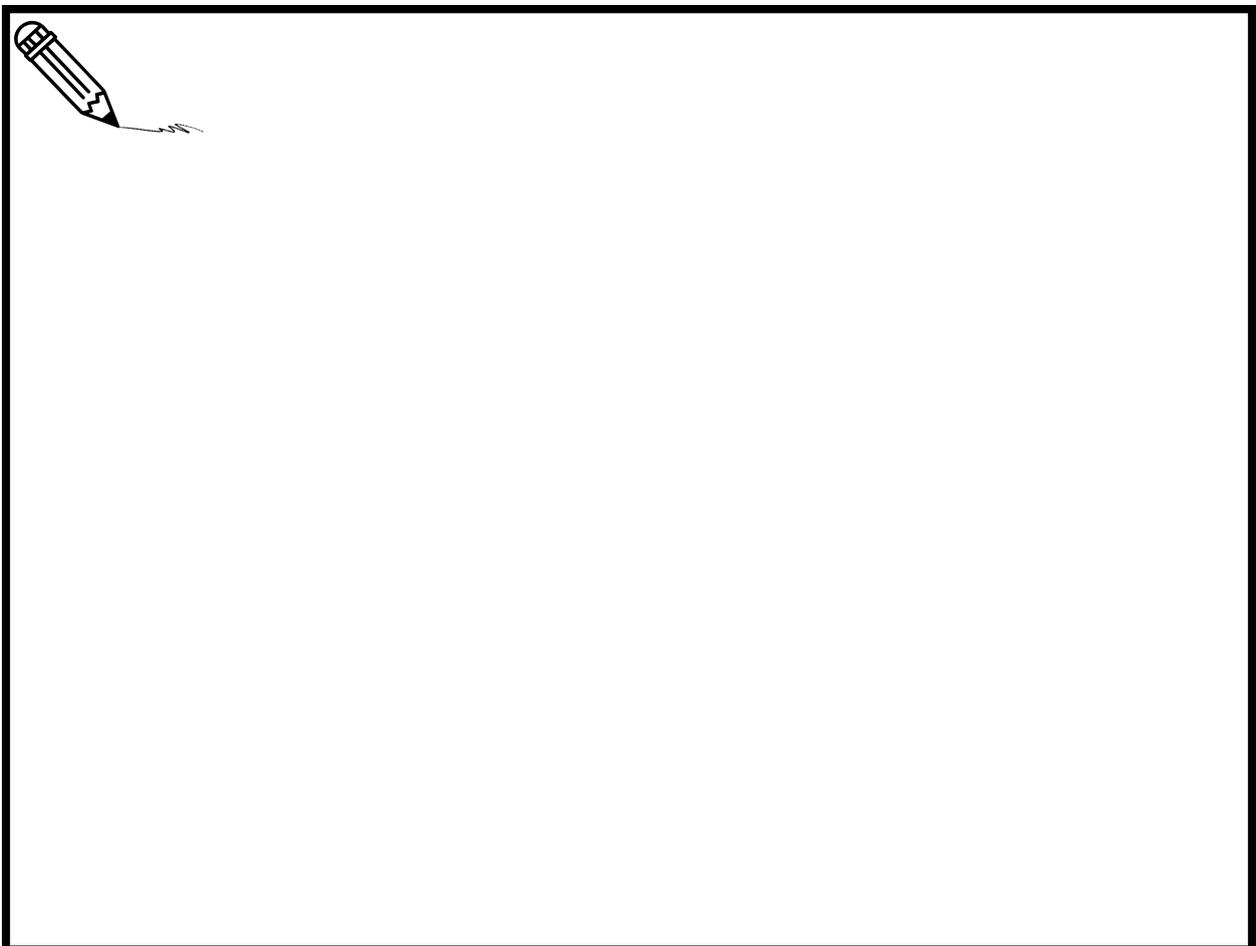
5.3 Stop & Reflect

Step 1: Reflect

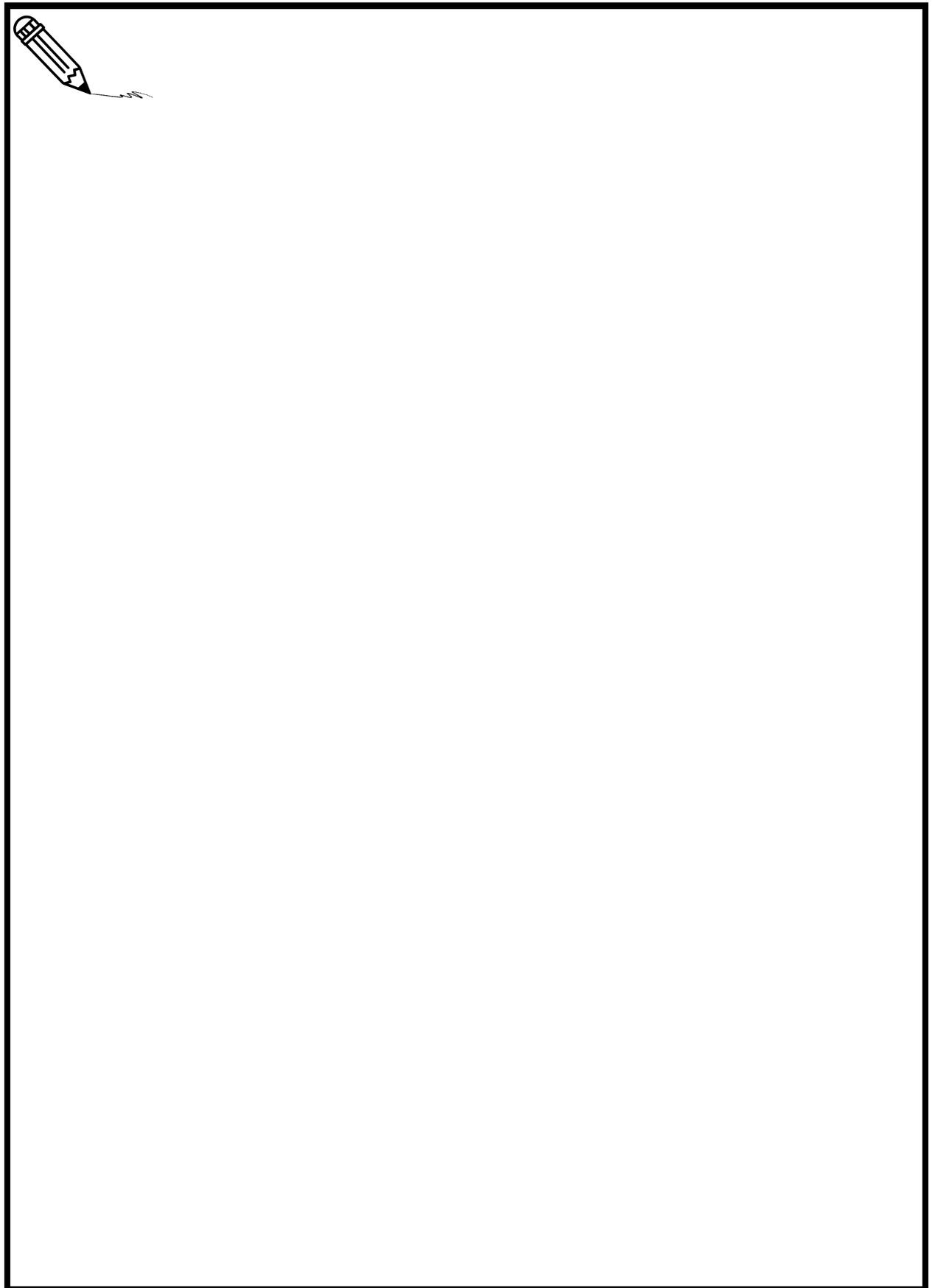As with many of the strategies we've discussed so far, we need to start with some reflection. Your answers to these questions will help you to determine the balance of voices you might need.

- Why are you looking for this information?
- What power or responsibility do you have in relation to the topic?
- What perspective are you approaching this from?
- Who is the "audience" for your research?
- What do you already know?

5.4 Activity

Step 2: Positioning Your Sources

INSTRUCTIONS

Try to place each of your sources somewhere on the flower.

Many sources will likely fit on more than one petal, and some may be ambiguous. Recall that the Voices Flower does not capture Indigenous knowledges, so some of your sources will likely fall outside the flower. That is okay.

The purpose of positioning your sources using the Voices Flower is to reflect on whether you are approaching your new learning (or your evidence-based decision making) from multiple perspectives.

Campbell, H., McKeown, A., Holmes, K., Sansom, L., Dilkes, D., and Glasgow-Osment, B. (Eds.). (2025). Knowledge Justice in the Helping Professions: From Theory to Practice.

5.4 Activity

Step 3: Evaluating Your Collection of 'Evidence'

INSTRUCTIONS

Assess whether there are any significant gaps on your flower. Have you included a range of voices? If you do have gaps, consider why using the following prompts:

- Were you limited on what evidence you were expected to use (e.g. assignment requirements or professional expectations)?
- Are you able to negotiate space to include more voices while still meeting these expectations?
- Did you think certain voices were not needed in your context? If so, is that still true?
- Was the language you used when searching complete and accurate? Do you need to revisit your search terms?
- Are certain voices inaccessible to you? Why? Are there alternatives that you could draw on?

Next, consider whether you need to find more voices or sources of knowledge. Use the questions below to guide your thinking. Does your evidence:

- Include multiple worldviews? (e.g. sources do not exclusively represent western/Eurocentric culture and epistemology)
- Include diverse and intersectional creators? Do you have authors/creators that represent a wide range of positionalities and experiences? (e.g. consider race, ethnicity, sexuality, gender identity and expression, language, age, income, ability, and other identities)
- Include a range of diverse knowledge sources (e.g. story or narrative, land-based knowledge, creative expression, scholarly research, government information, public policy).

5.4 Optional Activity

INSTRUCTIONS

Also assess whether there are any significant gaps in the evidence your Chapter 5 authors have collected to address our case study.

- Have we included a range of voices? Are there are any significant gaps on our flower?
- Have we reviewed knowledge sources that are inclusive of multiple worldviews? (e.g. sources do not exclusively represent western/Eurocentric culture and epistemology)
- Have we considered the perspectives of diverse and intersectional creators? Do we have authors/creators that represent a wide range of positionalities and experiences?
- Have we reviewed a range of knowledges sources? (e.g. story or narrative, land-based knowledge, creative expression, scholarly research, government information, public policy)

Those with Lived Experience
- CityNews − <u>Advocates claim racism as African asylum seekers forced to sleep on Toronto sidewalk</u>
    - Anti-Black Racism and the Shelter Crisis
- <u>Cup of Jo − What it's like to parent in Kenya</u>

Community Representatives
- London community - <u>Glen Cairn Community Resource Centre</u> or <u>South London Neighbourhood Resources Centre</u>
- <u>Kenyan Canadian Association</u>
- <u>Canadian Centre for Housing Rights</u>

Arm's Length Observers
- Das, R.R., Sankar, M.J., & Agarwal,. R. (2021). Bed sharing versus no bed sharing for healthy term neonates. Cochrane Database of Systematic Reviews 2021(4): CD012866. <u>https://doi.org//10.1002/14651858.CD012866.pub2</u>
- Harrington, C.T., Al Hafid, N., & Waters, K.A. (2022). Butyrylcholinesterase is a potential biomarker for Sudden Infant Death Syndrome. eBioMedicine: the Lancet 80(June): <u>https://doi.org/10.1016/j.ebiom.2022.104041</u>
    - Global News − <u>Researchers Say They've Found the Reason Why Infants Die from SIDS</u> (refers to Harrington article above)
- Mileva-Seitz et al. (2017). Parent-child bed sharing: the good, the bad, and the burden of evidence. Sleep Medicine Reviews 32: <u>https://doi.org/10.1016/j.smrv.2016.03.003</u>
- Moore et al. (2021). Integrating cultural humility into infant safe sleep counseling: a pediatric resident simulation. Cureus 13(12): <u>https://doi.org/10.7759%2Fcureus.20847</u>
- Osei-Poku, G.K., Mwananyanda, L., Elliott, P.A. et al. (2023). Qualitative assessment of infant sleep practices and other risk factors of sudden infant death syndrome (SIDS) among mothers in Lusaka, Zambia. BMC Pediatr 23, 245. <u>https://doi.org/10.1186/s12887-023-04051-9</u>
- Priyadarshi, M., Balachander, B., & Sankar, M. J. (2022). Effect of sleep position in term healthy newborns on sudden infant death syndrome and other infant outcomes: A systematic review. Journal of global health, 12, 12001. <u>https://doi-org.proxy1.lib.uwo.ca/10.7189/jogh.12.12001</u>
- <u>BBC − Is the Western way of raising kids weird?</u>

Care Providers
- American Academy of Pediatrics – <u>Evidence Base for 2022 Updated Recommendations for a Safe Infant Sleep Environment to Reduce the Risk of Sleep-Related Infant Deaths</u>
- RNAO – Best Practice Guidelines: <u>Working With Families to Promote Safe Sleep for Infants 0-12 Months of Age</u>

Power Holders
- <u>Statistics Canada - Bedsharing in Canada</u>
- <u>Public Health Agency of Canada – Safe Sleep</u>
- Canadian Paediatric Society and Government of Canada <u>Joint Statement on Safe Sleep: Reducing Sudden Infant Deaths in Canada</u>
- UNICEF – Trends in Under Five Mortality (<u>Kenya</u>) (<u>Canada</u>)
- <u>UN Refugee Agency</u>
- WHO <u>Making sure newborns and children under 5 years sleep safely</u>
- <u>WHO Housing and Health Guidelines</u>

Chapter 6
Integrating Knowledge Justice in the Helping Professions

6.1 Stop & Reflect

Identity, Positionality, and Privilege

As you watch the interview pertaining to Chapter 1: Identity, Positionality, and Power, consider the following:

- How have your own life experiences and social identities (such as race, gender, class, immigration history, etc.) shaped the way you see others? Can you think of a time when this was especially clear?
- How do your social identities influence your decision-making as a future helping professional? Or, can you think of a time when who you are has impacted how others respond to your work, ideas, or actions in professional settings?
- Where might your identities give you privilege? Where might they leave you more vulnerable to exclusion or bias?
- What steps can you take to notice and unsettle your biases? How will doing so impact your professional practice?
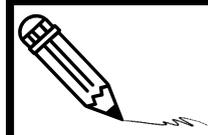
Recognizing Epistemic Injustice

As you watch the interview pertaining to Chapter 2: Recognizing Epistemic Injustice, consider the following:

- In your field, whose voices, experiences, and ways of knowing are most respected? Who tends to be ignored or dismissed? Why?

- Have you ever witnessed or experienced epistemic injustice in a professional setting? Or a time where someone's knowledge was downplayed, ignored, or dismissed? How did this impact you, your colleagues, or the person receiving care? What happened next?

- How might institutional policies, structures, hierarchies, or norms uphold epistemic injustice in your field? Who is responsible for creating, maintaining, or revising these traditions?
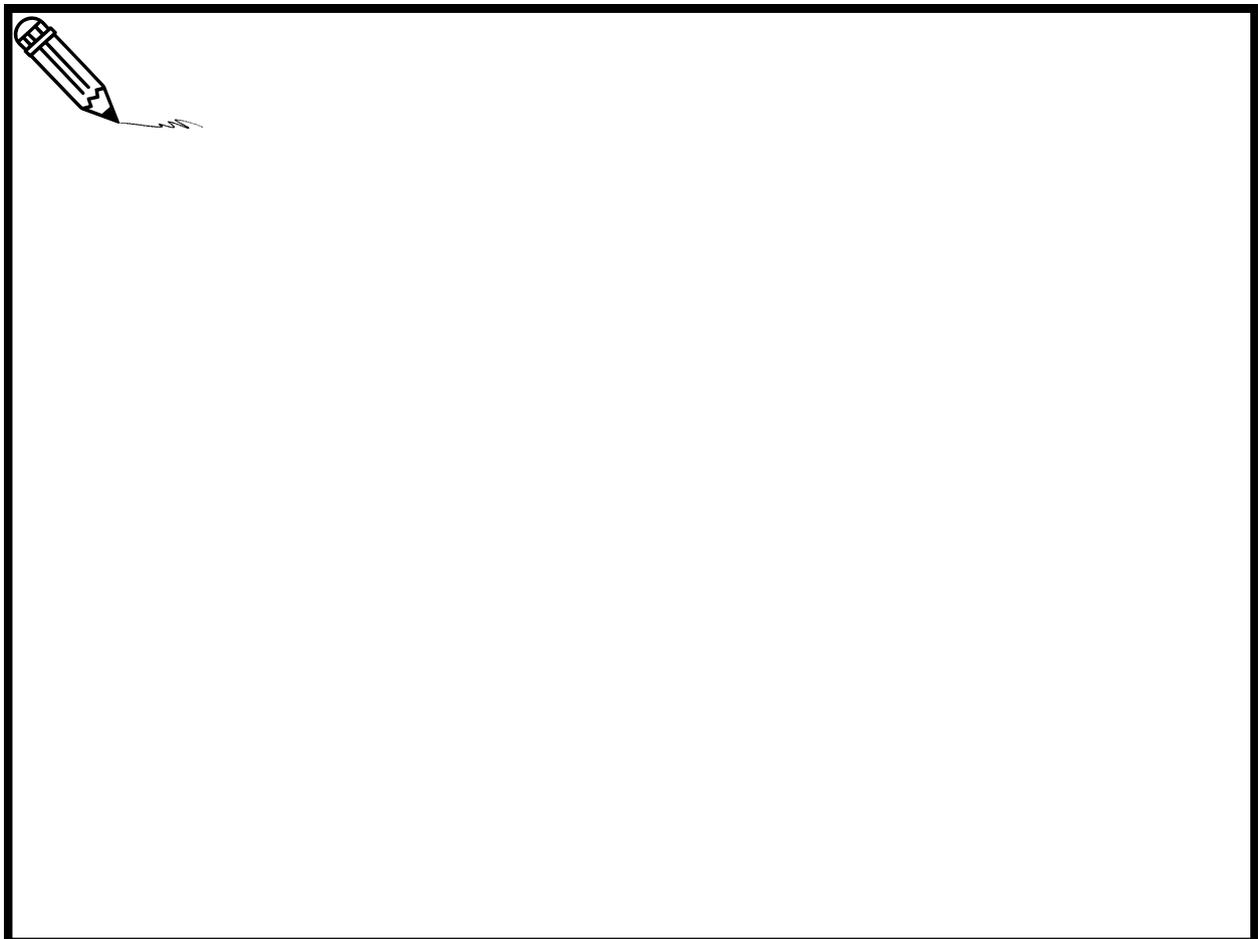
What is Knowledge Justice?

As you watch the interview pertaining to Chapter 3: What is Knowledge Justice, consider the following:

- Where do you see your professional colleagues making space for diverse ways of knowing and being? In what ways is your field resistant to change? How do these shifts and barriers affect the way you approach your role?

- If you had all the support, power, and resources you needed, how would you reshape your profession to honour diverse forms of knowledge? Where are there limits to that work? What's one step you could start with, right now, to practice knowledge justice as a new helping professional?
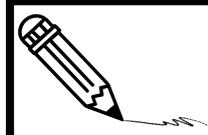
Searching for Diverse Voices

As you watch the interview pertaining to Chapter 4: Searching for Diverse Voices, consider the following:

- What does the language used in your profession reveal about whose knowledge is seen as most valuable? How might you shift your own use of language to be more inclusive?
- When you come across a gap in your knowledge, where do you usually go to fill it? How often do you include community voices, lived experience, Indigenous worldviews, or other diverse perspectives? Does the media you consume feature a range of social identities?
- How might the way you seek out new knowledge unintentionally cause harm, exclude diverse voices, or reinforce systemic inequities?
- How does lived experience (your own or others') inform your professional practice? What steps can you take to listen to others' stories without exploiting or retraumatizing them?
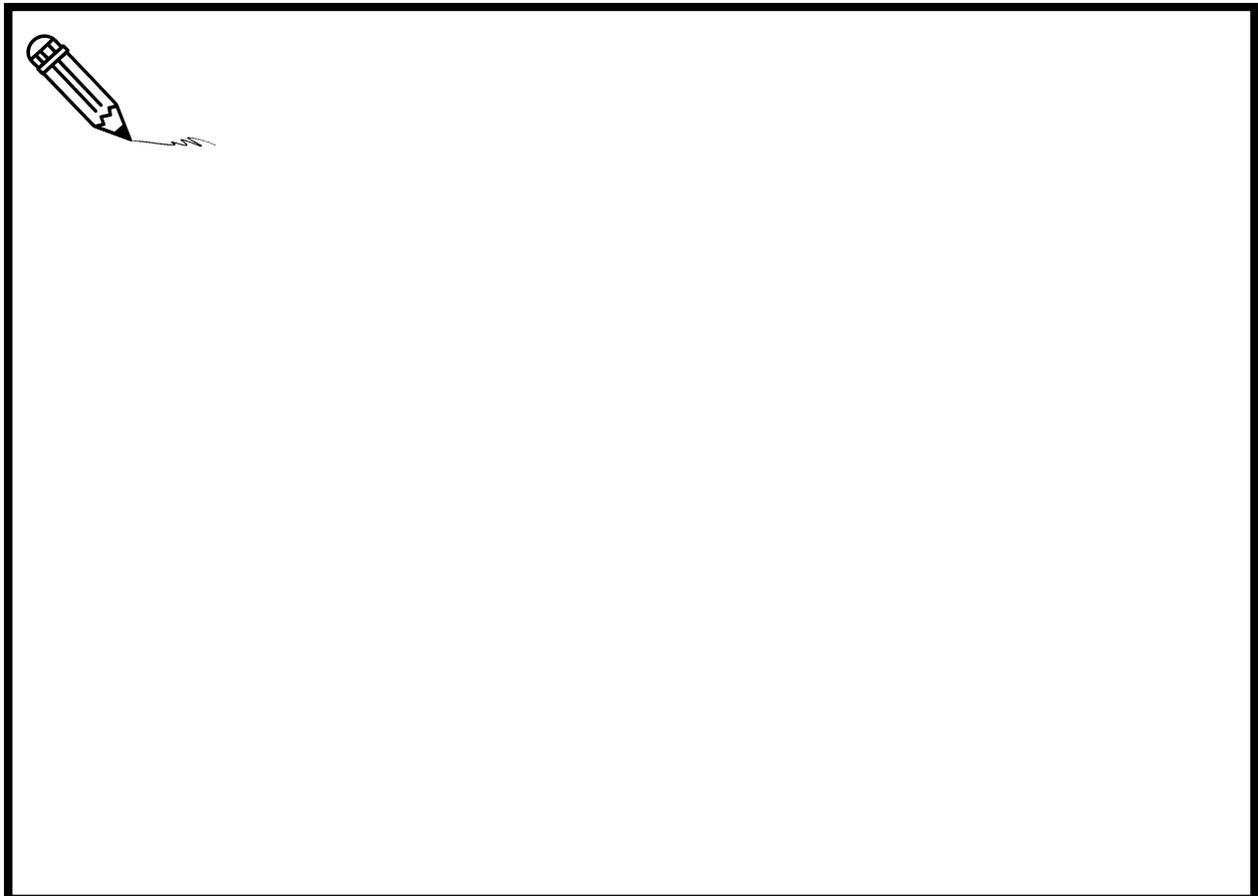
Evaluating and Positioning Knowledge Sources

As you watch the interview pertaining to Chapter 5: Evaluating and Positioning Knowledge Sources, consider the following:

- What counts as a "credible" source in your field? Who is considered an "authority"? How might those definitions unintentionally exclude certain knowledge forms?
- How does your own positionality shape the way you evaluate knowledge sources? How might it make you more receptive to some voices while overlooking others?
- What will 'evidence-based practice' look like for you, now that you have completed this resource?

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6.2 Stop & Reflect

Final Reflection

Now that we have reached the end of *Knowledge Justice in the Helping Professions*, consider how you will transition this resource's theory into practice. Use the following questions to guide your thinking:

- How has this resource changed the way you think about who gets to speak, be heard, and be trusted in your field?
- What remaining questions do you have about knowledge justice theory? Do you know what steps you might take to shift your newfound understanding into practice?
- What responsibilities do you have —as a student, professional, or community member— to shift how knowledge is shared and valued?

Campbell, H., McKeown, A., Holmes, K., Sansom, L., Dilkes, D., and Glasgow-Osment, B. (eds.). (2025). *Knowledge Justice in the Helping Professions: From Theory to Practice*. eCampusOntario. https://ecampusontario.pressbooks.pub/epistemicjusticeoer/